DOCUMENT RESUME

ED 301 560 SP 030 728

AUTHOR McLoughlin, James A.
TITLE University of Louisville's School of Education and Institutional Effectiveness: A Case Study.
PUB DATE 23 Apr 87
NOTE 43p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Assessment; *Educational Quality; *Evaluation Methods; Faculty Evaluation; Higher Education; *Institutional Evaluation; Institutional Mission; Organizational Objectives; Outcomes of Education; *Schools of Education
IDENTIFIERS *University of Louisville KY

ABSTRACT

This case study of the School of Education of the University of Louisville is intended to describe its measurement of student outcomes and its goals of quality instruction, research, and service or outreach in terms of faculty outcomes. The strengths and weaknesses of procedures are pointed out, and the use to which the data is put is discussed. Similarities to national models of institutional effectiveness are pointed out. The School's effectiveness in critical areas of faculty outcomes (e.g., teaching/advising, research/scholarship/creative work) are illustrated by data gathered from various reports. Specific reports and sample forms used in the evaluation project are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301560

University of Louisville's School of Education and Institutional Effectiveness: A Case Study

James A. McLoughlin, Ph.D

Professor of Special Education

Oppenheimer Administrative Intern to the Provost

April 23, 1987

SP030728

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.A. McLoughlin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

Foreword	i
Introduction	1
Goals of the School of Education	2
Student Outcomes	3
Entrance to Teacher Education	3
Student Teaching	4
Professional Outcome Measures	4
Follow-up Surveys	5
Graduate Student Outcomes	6
Instructional Outcome Measures	7
Recommendations	7
Faculty Outcomes	8
Teaching/Advising	9
Research/Scholarship/Creative Activity	10
Service	10
Recommendations	10
Conclusions	11
Summary	12
References	13
Appendices	14

Foreword

This case study of the School of Education's efforts in the important area of institutional effectiveness is a welcomed profile of our current status. While providing direction and structure, our evaluation design is subject to modification to reflect changes in our needs and activities. This study provides a comprehensive review of our strengths and weaknesses in assessment and is particularly valuable because it considers our activities in the context of national trends and research. We take justifiable pride in the indicators of quality performance by our students and alumni. We intend to consider seriously the recommendations for improvement as we refine our measurement of the School's effectiveness.

Raphael O. Nystrand
Dean, School of Education

Title: University of Louisville's
School of Education and Institutional Effectiveness:
A Case Study

Institutional effectiveness is a concept that is profoundly influencing the practices and policies of institutions of higher education and in particular their professional schools. A School of Education must give attention to indicators of student outcomes, while students are in preparation and afterwards, and also the instructional, research, and service and outreach activities of the faculty. Professional accreditation groups, notably the National Council for the Accreditation of Teacher Education, and state departments of education request evidence of the quality of programs and their comparative worth to others. State legislatures are beginning to tie funding to the institution's ability to demonstrate results in tangible ways. The University in which the School of Education exists has its priorities and measures the contributions of the School based on signs of programmatic effectiveness. It relies on the School to stand the scrutiny of accrediting bodies, like the Commission on Colleges of the Southern Association of Colleges and Schools, and other review boards.

However, there are internal benefits to maintaining a system of institutional effectiveness. Data collected from program reviews should provide information for identifying strengths and weaknesses and mounting appropriate revisions and modifications. Students and faculty develop greater confidence in their abilities and in the directions they are taking. The impact of well-collected and presented information about students and faculty often translates into grants and gifts to a School of Education to further its mission.

As illustrated in Table 1, the measurement of institutional effectiveness takes many forms. While valued for their ability to provide comparisons, standardized tests are criticized for their limited scope and applications. Observations and interviews are well-suited to examine behaviors excluded from tests and relevant to particular situations and settings. Diaries are convenient vehicles for student thoughts and feelings, while simulations and other instructional devices provide excellent opportunities for teaching and assessment. Surveys of cooperating teachers, employers, and alumni themselves provide different perspectives from persons removed by role or time.

Table 1 Follows

If institutional effectiveness is to be conducted in a valid, reliable, and useful fashion by a School of Education, then certain principles are advisable. The institution should have a clear idea of its mission and goals and design an assessment system that corresponds to what it is trying to accomplish (Ewell, 1985). Even if a School of Education is only querying the reasons for attrition, inventorying existing data and data collection practices is an important step toward developing an appropriate model or schemata for assessment. Students, faculty, administrators, and people from the community should be involved in the planning and implementation of the approach. Most good systems develop over time and involve multiple measures of student and faculty outcomes. Different samples of behavior are gathered in different settings, at different times, and from different perspectives.

TABLE 1

Measures of Student Outcomes

MEASURES	USE BY SCHOOL OF EDUCATION		
	Regular	Occasional	Rare
standardized tests	x		
observations			
field placements	x		
clinical	x		
interviews	x		
samples of oral performance	x		
diaries	x		
simulations		x	
student surveys			
dropout			x
follow-ups	x		
faculty surveys			x
community surveys	x		
internal reviews	x		
external reviews	x		
visiting teams	x		

Once gathered the data should be analyzed and arrayed in different ways to compensate for the weaknesses of some measures. Many comparisons of data are possible such as over time, across units, and even among institutions. As many different perspectives should be brought to bear on a problem or question as possible. Whether an assessment system does the job an institution hopes it will depends on whether it is tied into the planning and budgeting process and whether individuals and units are expected to use the data and report the results. Ideally, institutional effectiveness is a part of ongoing program reviews, and there are incentives for demonstrating the quality of student and faculty outcomes (Kinnick, 1985).

This case study of the School of Education of the University of Louisville is intended to describe its measurement of student outcomes and its goals of quality instruction, research, and service or outreach in terms of faculty outcomes. The strengths and weaknesses of procedures will be pointed out, and the use to which the data is put discussed. Where appropriate, use of one or more of the above principles will be mentioned, as will similarities to national models of institutional effectiveness. The School's effectiveness in critical areas will be illustrated by data gathered from various reports. The information for this ethnography was developed by interviewing the Deans, chairpersons, and Student Service staff of the School Education, as well as by examining institutional reports and other documents. See Appendix A for a list of those documents.

GOALS OF THE SCHOOL OF EDUCATION

The mission and goals of the University of Louisville and by extension the School of Education are directed by the University-wide Strategic Directions: 1986-1991. Besides contributing to the instructional, research and services achievements mentioned, the School of Education is expected to specifically accomplish the liaison with school systems and improve the urban conditions faced by children, teachers, and administrators. Substantial effort goes into preparing teachers and other related professionals and providing appropriate advanced training and renewal as they need it later in their careers. The list of the School's goals for the 1986-87 year presented in Table 2 clearly illustrates the variety of means used to fulfill its role in the University strategic plan and in relationship to other units in the University and external groups.

Table 2 follows

There are 8 departments in the School, including the newly added Health, Physical Education and Recreation Department, which provide the degree/certification programs listed in Table 3. Additionally, the departments support programs in one another's departments (especially the Educational Foundations Department and Educational Psychology and Counseling) and contribute to the five concentrations available in the Ed.D program (counseling and student personnel, administration, evaluation, special education, and supervision). Some departments have particularly strong connections with other Colleges and Schools in the University. For example, the Department of Early and Middle Childhood and Secondary Education

Table 2
School of Education's Goals (1986-87)

Prepare for visits by the Kentucky State Department of Education and the Southern Association of Colleges and Schools

Assess the School's compliance with the new NCATE standards in preparation for the forthcoming visit

Respond to the Holmes Group invitation

Complete the review of the Ed.D. programs and act on the recommendations

Resolve the Physical Education Department location issue

Prepare a proposal for a Center of Excellence

Participate in developing the concept of professional development schools with the Gheens Academy

Establish the Administrator's Assessment Center

Implement recommendation regarding computer literacy

Complete review of merit policies

Begin reduction in the teaching load for doctoral faculty

Begin revision of the Strategic Plan

Review functions and scope of Education Services including relationships with surrounding counties

Develop an alternative program to certify liberal arts graduates as secondary teachers

Review status of the Microcomputer Education Center

Examine the need for further course offerings in computer applications in education

Identify and resolve staffing needs in 1987-88

Develop guidelines for faculty recruitment

Assess the future of China relationships

Hold a faculty retreat on improving instruction

Review course fees

Continue efforts to increase outside funding

Department work very closely with the College of Arts and Sciences, as does the Department of Occupational Education with the Business School. Direct community impact, economically and otherwise, is clear in cases like Secondary Education's involvement in the Center for Economic Education and the Writing Project.

Table 3 follows

STUDENT OUTCOMES

As presented in Table 4, the School of Education has an institutional effectiveness design that measures student outcomes from day one to long after graduation. In the process most of the assessment techniques mentioned in Table 1 are used, and some more than once. Let's follow Susan as she progresses from a novice stage to that of a veteran educator and alumni. She wants to become an elementary school teacher.

Table 4 follows

Entrance to Teacher Education

To enter Teacher Education, Susan must have taken the American College Test or ACT, a standardized test which samples knowledge of English, Mathematics, Social Studies, and the Natural Science. The Comprehensive Score is a frequently requested piece of information, such as in the Annual Report to the Kentucky Department of Education. As indicated in the 1983-84 Annual Report, the School of Education admitted students with an average ACT score of 19.74 (SD = 5.54) which is above the University and national average.

Another statistic gathered is GPA since students must have a 2.25 after 60 hours of courses. GPA's are requested for a variety of reports. The 1983-84 Annual Report for the State Department indicated that 43% of Susan's UL classmates had GPA's between 2.25 and 2.99, with the rest being above. GPA's of School of Education students are often compared to those of others; the 1983 Overseers' Report indicated that Education majors had an average GPA of 3.52 in 500 - 599 courses compared to the 3.36 of other students.

Susan's basic skill competencies are certified by her scores on the Comprehensive Test of Basic Skills or CTBS, a standardized battery of written language, reading, computation, and spelling. She must get at least a "C" in Communication 111 or make an oral presentation to a Faculty Committee. CTBS scores are routinely required for the Annual State Department Report; the 1983 Report verifies that most of the students ceiled on the CTBS and completed other requirements at a very high level. However, one School of Education department is dissatisfied with the limitations of the CTBS in the area of written language and is planning to reinstitute a written examination.

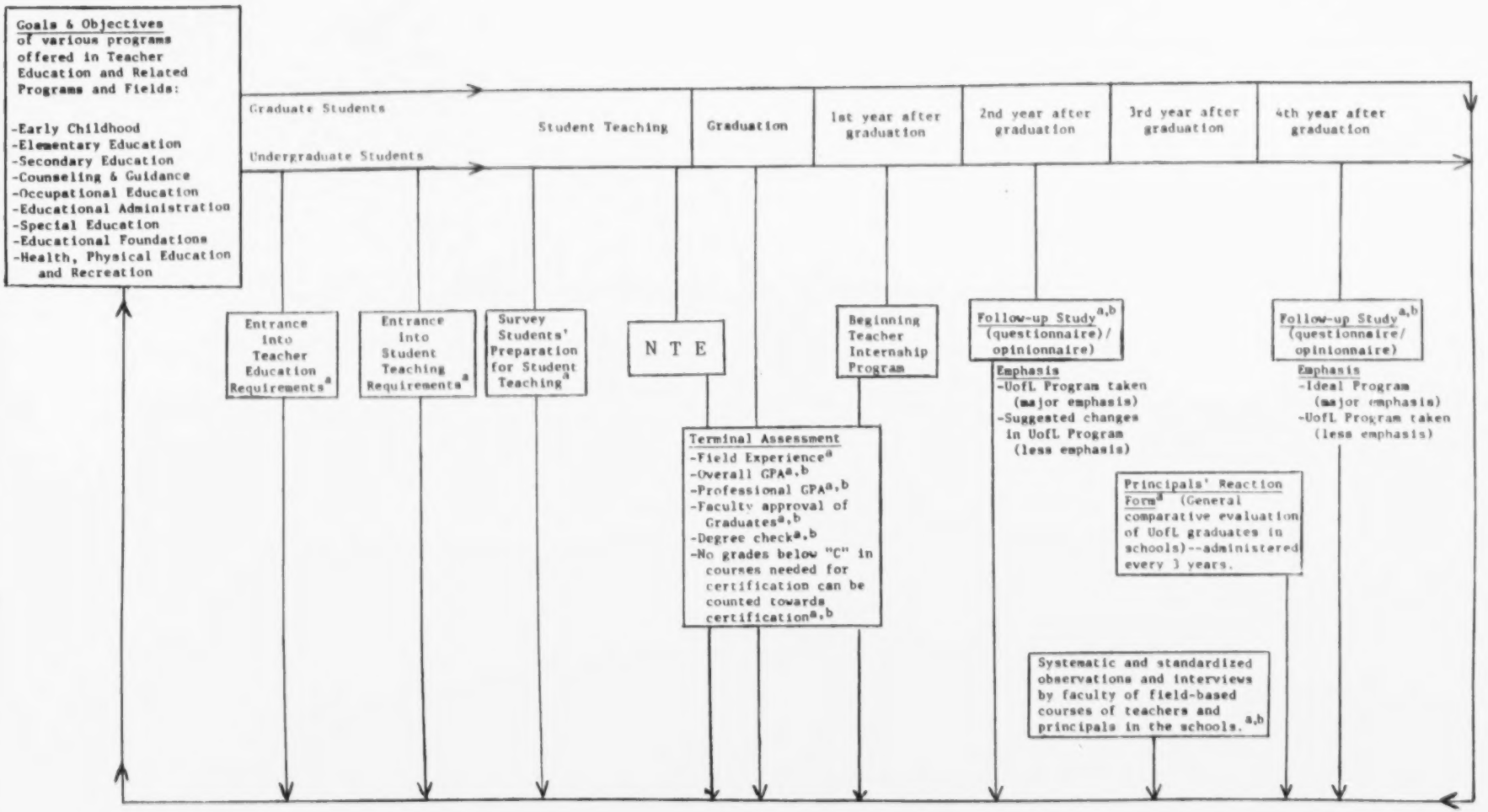
Medical forms must be completed and three letters of recommendation obtained. When Susan takes her introductory course in education, she is interviewed by

TABLE 3

School of Education – Degree/Certification Programs

Department	Certification	Degree
Administration and Higher Education	Elementary School Principalship Secondary School Principalship Instructional Supervision Superintendency Rank I	M.A. in Higher Education
Early and Middle Childhood Education	Elementary Education Early Childhood Education Special Education: Vision Impairment, Learning and Behavior Disorders, Trainable Mentally Retarded Reading Specialist Rank II Rank I	B.A. or B.S. Degree with a Major in Elementary Education B.A. or B.S. Degree with Major in Elementary Education and Certification in Kindergarten B.A. or B.S. Degree with Major in Elementary Education and a concentration in Vision Impairment, Learning and Behavior Disorders, or Trainable Mentally Retarded M.Ed. Degree with a Major in Elementary Education M.Ed. Degree in Elementary Education (concentration in Instructional Systems Technology) M.Ed. Degree with Major in Early Childhood Education M.Ed. Degree with Major in Reading Instruction M.A. in Education with Major in Elementary Education M.A.T. in Elementary Education Ed.S. Degree in Elementary Education
Educational Psychology and Counseling	Elementary School Guidance Secondary School Guidance Rank II Rank I	B.S. Degree in Counseling and Guidance M.Ed. Degree in Elementary School Guidance M.Ed. Degree in Secondary School Guidance M.Ed. Degree in Community Counseling M.Ed. Degree in College Student Personnel Services Ed.S. Degree with Major in Guidance and Personnel Work
Occupational Education	Occupational Education Health Occupations Education Supervisor/Coordinator of Occupational Education Rank II Rank I	B.S. Degree in Occupational Education B.S. Degree in Health Occupations Education M.Ed. Degree with Major in Occupational Education
Secondary Education	Art Basic Business Biology Chemistry English Music Physical Education... all other certifiable majors offered through the College of Arts and Sciences Rank II Rank I	M.Ed. in Secondary Education M.A. in Education with Major in Secondary Education Ed.S. Degree with Major in Secondary Education
Special Education	Vision Impairment Learning and Behavior Disorders Trainable Mentally Retarded Rank II Rank I	M.Ed. Degree with Major in Special Education and a concentration in LBD M.Ed. Degree with Major in Special Education and concentration in Severe Learning and Behavior Disorders M.Ed. Degree with a Major in Special Education and a concentration in Mental Retardation M.Ed. Degree with a Major in Special Education and a concentration in Learning Disabilities M.Ed. Degree with a Major in Special Education with a concentration in Vision Impairment Ed.S. Degree in Special Education M.Ed. Degree in Special Education

Table 4. SCHOOL OF EDUCATION EVALUATION PLAN


Goals & Objectives of various programs offered in Teacher Education and Related Programs and Fields:
-Early Childhood
-Elementary Education
-Secondary Education
-Counseling & Guidance
-Occupational Education
-Educational Administration
-Special Education
-Educational Foundations
-Health, Physical Education and Recreation
Graduate Students
Undergraduate Students
Student Teaching
Graduation
1st year after graduation
2nd year after graduation
3rd year after graduation
4th year after graduation
Entrance into Teacher Education Requirements[a]
Entrance into Student Teaching Requirements[a]
Survey Students' Preparation for Student Teaching[a]
N T E
Beginning Teacher Internship Program
Follow-up Study[a,b] (questionnaire)/ opinionnaire)
Emphasis
-UofL Program taken (major emphasis)
-Suggested changes in UofL Program (less emphasis)
Follow-up Study[a,b] (questionnaire/ opinionnaire)
Emphasis
-Ideal Program (major emphasis)
-UofL Program taken (less emphasis)
Terminal Assessment
-Field Experience[a]
-Overall GPA[a,b]
-Professional GPA[a,b]
-Faculty approval of Graduates[a,b]
-Degree check[a,b]
-No grades below "C" in courses needed for certification can be counted towards certification[a,b]
Principals' Reaction Form[a] (General comparative evaluation of UofL graduates in schools)--administered every 3 years.
Systematic and standardized observations and interviews by faculty of field-based courses of teachers and principals in the schools.[a,b]

[a] Primarily for those who are in, or completed, an undergraduate degree and/or initial certification (e.g., MAT). (BASIC)

[b] Primarily for those who are in, or completed, a graduate degree program. (ADVANCED)

BEST COPY AVAILABLE

the instructor about her knowledge of the current and future employment picture in education, her understanding of the depth and scope of teaching as a profession, and her commitment to the field. Her interpersonal skills are also noted. Students in secondary education undergo a similar process, and school counseling majors participate in a counseling group. The faculty interviewers must recommend Susan and the other candidates for admission.

Only if students discontinue taking classes for a period of time (one year for the undergraduate) are they required to complete a re-enrollment form. Since one of the deficits of the School of Education's assessment system is lack of attention to reasons for dropouts, this might be a good occasion to probe the point by adding a few relevant questions on the re-enrollment form.

Student Teaching

The next big data gathering point is application for student teaching which consists of a program check for course completions, a GPA of at least 2.5, and interviews in some departments. One omission from this process is a routine survey of student satisfaction with the program and their sense of readiness for student teaching.

What is done after the first week of the student teaching placement is a survey of the coordinating teacher's opinion of the readiness of the student in terms of basic teaching competencies (see Appendix B). The results of such a study are prepared in the form of a report and sent to the concerned departments. The ratings are arranged in order to distinguish the classroom level and, in the case of secondary students, the subject taught. Thus it is possible to identify patterns of weaknesses by program area and even course. In the 1986 Student Teacher Preparedness Survey Report, U of L student teachers were rated by cooperating teachers as very well prepared in general, with some notable weaknesses in areas like classroom management. This data would be even more useful if it were compared to student perceptions of readiness and quality of the program. Additionally, this data could be stored in the School's computer system to allow for comparisons from semester to semester.

Student teaching evaluation forms are completed by cooperating teachers and the University supervisor at the midpoint and end of the placement. See Appendix C for a sample form from Secondary Education. The data generated consist of both ratings and comments. Currently copies of these evaluations at kept in the department, Office of Student Services, and elsewhere. However, the data is not stored electronically, and a good opportunity for comparative data from term to term is missed. Also, student progress could be documented if this data were compared to that from the student teacher readiness survey completed by the same cooperating teachers. The Student Teacher Preparedness Form and these various Student Teaching Evaluation Forms would have to be examined for commonalities. In fact, the School of Education Evaluation Design contains the idea of developing a form common to all field observations to permit more such comparisons.

Professional Outcome Measures

Two major outcome measures of Susan's professional preparation occur at the end of her University program and during the first year of her professional

employment. She takes the National Teacher Examination, a standardized test yielding mean scores and percentiles which allow comparisons. The Core Battery includes communication skills (listening, reading, and writing), general knowledge or general education, and professional knowledge of teaching; there is a separate test of the student's specialty area, which in Susan's case is elementary education. School of Education students take the core and the specialty test, except for the special education area because the Special Education Faculty question its validity. The scores are computerized and arranged in an annual Summary of NTE Scores report. The average score of School of Education students is consistently above the cutoff score and above the 60th percentile; only three students have had to retake it.

The Kentucky Internship Program for first-year teachers, a State Department of Education certification requirement, consists of a continuous team observation and feedback support system for Susan and her fellow graduates. While the School of Education does not administer this program, its students and selected faculty participate fully. A team consisting of a professional educator, the building principal, and a building teacher are trained in using the Internship Observation Form (Appendix C) at different points in the year, providing feedback to Susan, and deciding if she is eligible for Kentucky Teacher Certification. The program has received mixed informal reviews from faculty. On the positive side, it encourages teaming with colleagues in professional development; on the negative side, considerable adjustment is necessary to make the Internship Observation Form useful. Students are informed directly by the State Department of Education if they passed or must retake the Internship year. Most of the School of Education students have been recommended for certification. No formal report of student performance is currently provided to the School. Informal information from the Coordinator of the state program indicates that U of L students have performed very well compared to those from other Kentucky institutions. No public report with comparative data has been provided yet.

Follow-up Surveys

A series of three followup surveys are implemented by the Dean's Office over the four-year period after Susan graduates. The Two-Year Alumni Survey requests current employment data and the graduates' ratings of the relevance of their training experience and its effectiveness. Departments have an opportunity to revise the survey form before each mailing and receive only the results related to their department without references to individuals or specific courses. The quality ratings in the 1984 Report of the Two-Year Survey vary by department and by competency within departments; generalizations are difficult because of differences in scales from department to department, but the data does provide clear guidance to specific training objectives needing attention. Department chairpersons are encouraged to discuss the results and use the information appropriately, and there are indications that some departments do. However, the return rates are sometimes low and faculty question the reliability of the information as well as the validity of the instruments. The Department of Educational Psychology and Counseling performed a phone/mail survey to clarify the results of one survey.

The Three-Year Survey is sent to school principals in the Louisville area who are likely to have U of L education graduates. Using the Principal's Reaction Form in Appendix E, principals provide an overall assessment for all their U of L graduates by specific competencies; they also compare them to other teachers in their school. Results are provided in a common report and distributed to all departments for their use. The 1982 Report "Administrative

Survey of Teacher Education Graduates" indicates that graduates received high and very high competency ratings and place in the upper quartile of teachers according to the principals. It would be useful to computerize this data and compare ratings over time and to the results of the NTE and Internship Programs.

For the Four-Year Alumni Survey, Susan will receive a form identical to the one she received two years earlier; the concept is that more teaching experience may change her estimation of the relevance and efficacy of U of L education. When the results of this followup are available for the first time late this year, each department can compare them to those of two years ago. However, there is some question whether the current set of questionnaires measures the dimensions set forth in the School of Education's Evaluation Plan of 1981, specifically "to focus on the developing needs of teachers based on their curricular changes and new emphases in their schools" (Supplemental Report to NCATE, 1981) and not the U of L program itself. The nature of this survey should be reexamined.

Graduate Student Outcomes

When Susan enters the School of Education graduate studies program for a master's degree or other advanced training, she must have a GPA of 3.0, a combined GRE of 800, and three letters of recommendation. A data base on graduate students is computerized in the Dean's Office, although the availability of data about Master of Teaching students poses a problem because they are A&S students primarily. While no formal interview is required beforehand, a student does meet with an advisor to design a program plan. This meeting would be a good point to administer a student satisfaction survey about the instructional and advising practices of the School of Education. Also, graduate students must complete a re-enrollment form if they do not take classes for more than a semester; the addition of questions about reasons for dropping out would provide useful information.

School of Education master's programs do not require a comprehensive examination, thesis or special project. However, some programs involve taking special practica and internships that provide opportunities to assess student outcomes, such as the one in the Department of Occupational Education. Individual courses may require projects of a cumulative nature, such as an individual assessment report or a remediation/therapy report and related conferencing activity. A unique student outcome measure is proposed for all administrative trainees by the Department of Administration and Higher Education's multidimensional assessment experience in its Kentucky Assessment Center; based on the National Association of Secondary School Principals model, a faculty and field assessment team will probe 12 skill areas through a pre and posttest series of simulations, group activities, and interviews. For all School of Education graduate students, there is a degree check, and faculty are asked to approve all degrees awarded. This may be another good occasion for assessing student satisfaction.

When Susan applies for the Doctoral Program, she must have a GPA of 3.5, a combined GRE of 1000, three letters of recommendation, and compose a 1000 word statement of purpose which provides a useful writing sample. She designates one of the Ed.D emphases: supervision, evaluation, administration, special

education, and counseling and student personnel. Some program screening committees require a personal interview, but most make acceptances based on the written application. The Doctoral Program Committee provides ample opportunity for discussion as they design the student's program. There are currently 139 students seeking the Ed.D, with an average GRE of 1069 and master's GPA of 3.74. This represents a 39% admission rate.

The major measures of student outcomes at the doctoral level are written comprehensives and the student's doctoral dissertation. A comprehensive study of all aspects of the program components, examinations, dissertation, and committee support was conducted by faculty and student surveys in 1986, four years after its inception. The Report of the Ed.D Study Committee indicates the need to merge the urban education and urban studies components and use one of the two urban education seminars as a measure of student integration of information. Research training will be more structured and common, although allowing for modification according to the student's committee. The comprehensive examinations appear to be accomplishing their purposes by requested information across all areas of the program in an integrated fashion. The dissertation seminar will be scheduled after written comprehensive examinations and be integrated into the direct development of the dissertation.

Ten of the 139 doctoral students who entered have successfully defended their dissertations, taking about 3.7 years to complete the entire program. Another 33 students have passed written comprehensive exams and 9 have officially withdrawn. The students are unevenly distributed among 30 faculty who are actively involved in program and dissertation direction. The report advises appropriate release time in the future as these faculty provide the anticipated supervision of dissertations.

Instructional Outcome Measures

Although the School of Education has not integrated its student evaluation measures into the instructional program as systematically has the Alverno College Model (Mentkowski & Loacker, 1985) has, there are many examples across departments of the use of procedures closely related to course and field work (see Table 1). Because students have varying types of field experiences throughout their programs, every department uses observation forms to be administered by faculty of field personnel. Diaries and logs are also commonly used to permit faculty feedback on student knowledge, skills, and feelings. A required group counseling experience for majors beginning study in that area is a unique opportunity to assess student entry skills and attitudes. Role-playing and simulations are integral aspects of some courses in which students learn appropriate testing and method strategies, as is critiquing of videotaped activities. However, numbers of students prevent widespread use of the latter in oversubscribed to departments.

Recommendations

Some of the above assessment practices need improvement and/or supplements. Many departments express concern about the need and procedures to measure student attitudes, feelings, personality traits; because of its particular concentration on this training area, the Department of Educational Psychology

and Counseling does not share this concern and may be a resource. The validity and reliability of alumni surveys were also questioned.

However, there are many types of student outcome data that could be gathered, often through current measures of institutional effectiveness. First, alumni surveys should include requests for information about alumni honors, employment records, and promotions; additionally, reasons for leaving the field of education should be asked for. Second, a series of student surveys should be conducted throughout the program and incorporated into the available advising and program checkpoints; they should probe student satisfaction with the program and student self-assessment and be conceptualized in conjunction with the alumni surveys.

Third, in view of the attrition rate demonstrated in the Report on completion of certification programs from 1980-1986, particular effort should be made to identify reasons for dropouts. Items could be included on re-enrollment forms, and yearly in-class surveys could be used to identify students who are contemplating withdrawal.

Fourth, wider-spread use of external advisory committees, community surveys, and Graduate School Reviews should be considered; the Departments of Occupational Education and Secondary Education have found these experiences particularly helpful. Fifth, the assessment of the field component of all programs including student teaching and practica should be examined for potential development of common measures; this aspect of the School of Education's program is a unique preparation feature and deserves special attention. Also, in the absence of any pre and posttest measures, this information and the system of student surveys mentioned above could be used to demonstrate student progress. Sixth, a formal annual report of the results of U of L student performance in the Internship Program should be requested from the State Department.

Seventh, students who have the opportunity to take professional licensure examinations should be encouraged to do so, such the one provided by the American Association for Counselor Development. Eighth, this type of information, alumni and employer survey data, field observational data, and others should be considered for central computer storage in the Dean's Office. Ninth, all institutional reports for internal and external use should have an appropriate discussion and implication section and be disseminated to appropriate departments with a request for a report of departmental action. Tenth, a standing committee of the School of Education should be charged to examine the School's Evaluation Plan, make the necessary improvements, and prepare annual reports of institutional effectiveness. Eleventh, the Dean's Office should continue to offer the leadership and support in this area.

FACULTY OUTCOMES

Measurement of faculty outcomes essentially represents the assessment of the School of Education's instructional, research/creative activity, and service/outreach goals. An annual faculty assessment is performed as part of a performance-based merit evaluation; the departmental chairperson and faculty person examine the faculty's Personal Professional Improvement Plan or PPIP (See Appendix F) for that year and the chairperson determines a comparative rating based upon achievement. Otherwise, faculty evaluation occurs for

untenured personnel every third and sixth year and for faculty seeking promotion when they apply. As indicated in Table 5, many criteria are used by chairpersons, the Personnel Committee, and the Dean as they make their judgments. Faculty are expected to maintain updated vita and provide evidence of performance in the following areas upon request or voluntarily. Some departments maintain personal faculty folders in which such information can be stored for latter use.

Table 5 follows

Teaching/Advising

The Dean's Office directs the administration of a common teaching evaluation form (see Appendix G) to all students, the scoring, and the reporting of results composed class-by-class and in multicopy form to each department. The dissemination to individual faculty, level of discussion, and use varies by department. Departmental or other group summaries are not tallied. Summaries of the individual faculty's results and the actual forms are part of triptyches for promotion/tenure evaluations, but their use in annual performance reviews varies. Some faculty question the validity and reliability of the results and do not consider the nature and timing of the feedback appropriate for making instructional changes or other decisions. In efforts to add to the data base about teaching, individual faculty have designed interim professor-made teaching evaluation forms or supplemental ones for the final evaluation (see Appendix H). Since supervision of student teaching and other field-based experiences are beyond the scope of the standard teaching evaluation form, some departments and individuals survey students and cooperating teachers about faculty performance (see Appendix I).

Interviews with departmental chairs are regularly used for annual performance reviews and as needed. Many of the regularly administered surveys to alumni, cooperating professionals and employers provide information about the relevance and effectiveness of the preparation. However, only when skill deficits in graduates can be directly tied to a specific course can an individual faculty's performance be identified. Otherwise the information addresses the program at large. All departments report periodic review of syllabi to insure appropriateness of instructional goals and methodology; also departments examine their program in relationship to State Department competency requirements, as the Department of Early and Middle Childhood and the Secondary Education did recently. Additional information concerning course goal attainment is sometimes gleaned from an item on the teaching evaluation form; or, as in the case of the Special Education Department (see Appendix J), students regularly indicate the relevance and accomplishment of course objectives when they complete the common teaching evaluation form. Each faculty receives a report of the student responses to his/her own course and the departmental mean for comparison purposes.

Very little, if any, peer observations of teaching are done unless requested. The amount of time and the complexities of the process argue against its formal use. Team teaching situations allow for some spontaneous feedback from colleagues. Also videotaping of classes and self-critiquing is not common.

Table 5
Faculty Outcomes

CRITERIA	USE BY SCHOOL OF EDUCATION Regular	Occasional	Rare
Teaching/Advising			
student evaluations	x		
professor-made evaluations		x	
interviews with chair	x		
alumni surveys	x		
peer observations			x
videotaping and self-critique			x
syllabi examination	x		
syllabi goal attainment and relevance		x	
Research/Scholarship/Creative Work			
Quantity	x		
Quality			
publication	x		
referred articles and books	x		
reviews and citations	x		
adoptions and use	x		
editorships	x		
invited publications	x		
impact on the field	x		
level of contribution		x	
peer review	x		
Service			
Quantity	x		
Quality			
leadership role	x		
evaluations of presentations	x		
stature of presentations e.g., keynotes	x		
requests of services	x		
charge/scope and impact of committee assignments	x		
school/department			
university			
community			
grants	x		
honors/awards	x		

There is no regular assessment of faculty performance in advising either by the School of Education or by individual departments.

Research/Scholarship/Creative Activity

Besides quantity of publications, special regard is given articles, books, and other materials that have been subjected to field review. The quality of journals and publishers is considered, as is whether the work was invited. Published reviews, unsolicited statements, citations in other publications, adoption lists, and requests for copies are also regarded as testimonies of the stature of the work. Peer reviews are being used more and more for promotion and tenure decisions, especially in the case of material not published in referred journals or through publishers, e.g., monographs or reports for federal or state governments.

Measuring faculty outcomes on the basis of impact on the field is more difficult since it requires considerable information and background on the part of chairpersons. One chairperson noted the significance of how faculty interact with their fields in terms of currentness of topics, presence on national programs, and so forth. However, chairpersons are clearly dependent on faculty to provide supporting data for the above criteria. The level of faculty contribution to the research project, that is first or second authorship, is not a criterion that is stressed much.

Service

Both quantity and quality of service and outreach activities are considered in evaluating faculty outcomes. Prominence in the field is significant, including honors, awards, and other signs of recognition. Leadership roles in University, professional, and community activities are important. Evaluation data or unsolicited testimony about national, state, and local presentations are useful in making judgments, as are indications of the stature of the presentation, that is, whether it was a keynote address, otherwise invited, chosen by a review panel, and so forth. The number and nature of field requests for a faculty person's services also suggest a faculty person's position in the field.

Of particular importance are faculty contributions to departmental/School, University, community, and state/national committees. Opinion about which kind and how much activity is appropriate varies. One chairperson mentioned the need of balance in this area; another the importance of departmental contributions. There was some feeling that nonprofessional activities in the community (e.g., Red Cross) are undervalued. A common concern was that there is not a suitable reward structure for committee work, especially within the University, and that it is held in low-esteem. Grantsmanship was also described as a service area with low regard in terms of institutional recognition.

Recommendations

As with student outcomes, assessment of faculty outcomes can be improved and supplemented. First, faculty attitudes and self-esteem are not commonly assessed, although some information can be gleaned from the University faculty

survey of values performed for the Strategic Planning Process. The Department of Special Education used the form in Appendix K in an attempt to measure this area and discussed the results as a department. The connection of faculty philosophy to practice and indicators of faculty creativity are other possible areas for assessment.

Second, an appropriate system of teaching evaluation should be agreed upon and adopted commonly throughout the School of Education. It may be a combination of the measures described above; innovative approaches beyond the standard teaching evaluation form should be encouraged, especially to account for field supervision. However, it should provide data that clearly documents the efficacy of at least departmental units if not of the School as a whole; clarifies the use of the information by departments and individual faculty; and requires reporting of action. Appropriate remedial support should be developed and a suitable reward system provided.

Third, faculty advising should be studied for appropriate competencies and activities. Performance should be evaluated regularly and in a fashion that permits quantitative comparisons across departments and identification of poor individual advisors. Appropriate reporting systems should be developed and a suitable reward system provided.

Fourth, an appropriate system of reporting research and service activities should be devised for use throughout the School of Education; some of the data should be suitable for computer storage.

Fifth, an appropriate reward system for service activities such as quality committee work, grantmanship, and so forth should be designed.

Sixth, the Personnel Committee should coordinate the development of these reporting systems and integrate the procedures and results into departmental and School of Education personnel actions, including annual performance reviews.

CONCLUSIONS

The School of Education's current institutional efforts are shaped by a variety of factors. First, as a professional School it naturally focuses on cognitive, functional, and affective student outcomes; with a particular commitment to field-based instruction, many more informal assessment strategies are used than standardized tests.

Second, that the student body is older and are from an urban area requires the use of a variety of outcome measures. Third, while the faculty's attitude toward institutional effectiveness is generally positive, their justifiable pride in their own diversity makes faculty assessment complex. Also, within departments there is disagreement about what student outcomes should be measured and what kinds of measures to use.

Fourth, available resources are shaping the School's activities. If there were smaller classes and more staff to record and store data, more could be done. Fifth, accrediting bodies, professional organizations, governmental agencies, and even legislatures are beginning to dictate both the outcomes to

measure and sometimes even the measures. Table 6 contains the institutional effectiveness standards of the National Council of Teacher Education and the Kentucky Department of Education, both of which will be visiting the School in 1990, and indicates the School's current ability to respond. While the present standards and requests for information seem appropriate and manageable, it is essential that the School of Education can articulate an evaluation design that is suited to its purposes and has independent validity and coherence. Otherwise it may be pushed to unproductive activities because of misguided external demands or recommendations composed by a weak visiting team or based on unreliable data.

Sixth, the budgeting and planning process within the University and School of Education and funding from the state government is currently driven more by student numbers than student and faculty outcomes. The School of Education must decide how to address the issue of institutional effectiveness as the criteria gradually follow the national trend and decide how to make its best case. Seventh, the University and School of Education leadership's commitment to quality encourages increased efforts in this area.

Table 6 follows

SUMMARY

This case study of the School of Education indicates that it is using and/or beginning to use the principles for institutional effectiveness set forth earlier. It has a mission-based evaluation design, is aware of its strengths and weaknesses, and is making the necessary adjustments. There is evidence of wide-based involvement, the use of multiple measures, and sampling of a variety of behaviors. The information is being arranged in different ways and provided to different groups. Institutional effectiveness measures are being tied to the planning and budget system, and higher expectations are being set for its use and reporting. It is becoming an integral part of review processes, and incentives are becoming more available based on it. According to a recent national survey of institutional practices in assessment (El-Khawas, 1986), the School of Education compares favorably. Probably most importantly, there is considerable evidence that the School of Education is being highly successful in accomplishing its goals.

Table 6

Institutional Effectiveness Standards
of NCATE and Kentucky State Department

NCATE	SCHOOL'S READINESS Available	Merits Study
Precondition #4: regularly monitor and evaluate, both internally and externally, its operation, scope, quality of its offerings, and effectiveness of its graduates.		
policies	x	x
recent internal program review report	x	x
recent external program review report, including alumni and employer surveys	x	x
program modification based on assessments	x	x
Precondition #6: assess basic skills using standardized tests and other appropriate means		
list of skills and standardized tests and other measures used	x	x
published admission criteria	x	x
test results of students admitted recently	x	x
Precondition #7: assess academic and professional skills at all program levels through multiple evaluation methods upon exit from program		
listing of multiple assessment measures	x	x
summary reports of recent results	x	x
KENTUCKY DEPARTMENT OF EDUCATION		
Precondition #4: regularly monitors and evaluates, internally and externally, its operation, scope, quality of offerings, and effectiveness of graduates.		
policies	x	x
summaries of recent reviews	x	x
plans and refinements emanating from reviews	x	x
examples of systematic evaluations used in field	x	x
Precondition #6: assess basic skills of students using standardized tests and other means		
examples of tests and other instruments	x	x
results of testing	x	x
comparisons wiht national norms and other academic areas	x	x
Precondition #7: assess academic and professional competencies at exit from the program through multiple evaluation methods		
examples of tests and instruments	x	x
results of evaluations	x	x
comparison with national norms and others	x	x

References

El-Khawas, E. (1986). Campus trends, 1986. Washington, D.C.: American Council of Education.

Ewell, P. (1985). Some implications for practice. In P. Ewell (Ed.), Assessing education outcomes (pp. 111-120). San Francisco: Jossey-Bass.

Kinnick, M. (1985). Increasing the use of student outcomes information. In P. Ewell (Ed.), Assessing educational outcomes (pp. 93-110). San Francisco: Jossey-Bass.

Mentkowski, M., & Loacker, G. (1985). Assessing and validating the outcomes of college. In P. Ewell (Ed.), Assessing educational outcomes (pp. 47-65). San Francisco: Jossey-Bass.

Supplemental Report to NCATE and the Kentucky Department of Education, 1981.

University-wide Strategic Directions: 1986-1991.

APPENDICES

A Institutional Effectiveness Reports

B Student Teacher Role Preparedness Inventory

C Secondary Student Teaching Evaluation Form

D Summative Observation Instrument for Teacher Internship

E Principal's Reaction Form

F Sample Personal Professional Improvement Plan

G School of Education Teaching Evaluation Form

H Supplemental Teaching Evaluation Form

I Supervision Evaluation Forms

J Course Goal Relevance and Attainment

K Faculty Self-Esteem Survey

Institutional Effectiveness Reports
(Available at School of Education Dean's Office)

REPORTS DEVELOPED BY THE SCHOOL OF EDUCATION

Report to National Council for the Accreditation of Teacher Education and the State of Kentucky Department of Education (October, 1981)

Two-Year Survey of Graduates (1984)

Three-Year Survey of Area Principals (2/23/82)

Summary of National Teacher Exam Scores by Subject Area (1984-1986)

Amount of Time for Completion of Certification Programs and Percentage of Beginning Class Never Finishing (1980-1986)

Student Teacher Role Preparedness Survey (Fall, 1986)

Annual Report on Selection and Admission to Teacher Education Programs (Undergraduate) 1983-84 (6/29/84)

Report of Ed.D. Program Study Committee (11/6/86)

Secondary Education Department's Graduate School Program Review (1986)

Secondary Education Department's Graduate School Program Review (1986)

REPORTS DEVELOPED BY OUTSIDE GROUP

National Council for the Accreditation of Teacher Education's Visiting Team Report (October 19-21, 1981)

Report of U of L Overseer's Visiting Committee (7/12/83)

University of Louisville
School of Education

Student Teacher Role Preparedness Inventory

Student Teacher Assignment: _____
(Grade or Subject)

The Teacher Education Program of the School of Education is designed to prepare students to assume the role of classroom teacher. Student teaching is the final step in this preparation. The following items are intended to elicit your perceptions of the ***preparedness*** of University of Louisville students for the ***student teaching experience.*** The information collected will be used to evaluate our teacher education program.

*Please base your response on how **prepared** for student teaching your student was at the beginning of the semester.*

Please check (✓) below the response column which best describes the preparedness of your student teacher.

	Level of Preparation					
	Very Poorly Prepared	Poorly Prepared	Just Minimally Prepared	Adequately Prepared	Very Adequately Prepared	Not Able to Observe
Personal Characteristics						
My student teacher is prepared by:						
1. giving sufficient attention to his/her personal hygiene.						
2. dressing appropriately.						
3. being dependable.						
4. being cooperative.						
5. being responsible.						
Academic Preparation						
My student teacher is prepared:						
1. with the cognitive knowledge required in the teaching assignment(s).						
2. with an awareness of the current trends and issues in the content area(s) assigned to teach.						
Planning						
My student teacher is prepared ***to plan in writing*** lessons or learning activities by:						
1. identifying appropriate skills or concepts to be learned.						
2. stating objectives in behavioral terms.						
3. developing varied teaching strategies and learning activities to achieve objectives.						
4. constructing appropriate means to evaluate students' achievement of objectives.						
Classroom Management						
My student teacher is prepared to ***organize*** and ***manage*** a class by:						
1. maintaining classroom control.						
2. establishing student behavioral limits.						
3. implementing efficient classroom procedures to handle classroom logistics (e.g., distributing and collecting materials, movement of students, etc.).						
4. enforcing school codes of conduct in the classroom and common areas.						
5. establishing effective teacher/student relationships.						
6. maintaining self-control in dealing with students.						

(Complete reverse side of this form)

Instructional Skills and Techniques	Level of Preparation					
	Very Poorly Prepared	Poorly Prepared	Just Minimally Prepared	Adequately Prepared	Very Adequately Prepared	Not Able to Observe
My student teacher is prepared to ***assume the instructional responsibilities*** for students' learning activities by:						
1. working with students on an individual basis.						
2. working with students in small groups.						
3. working with students in large groups or with the total class.						
4. moving students efficiently from activity to activity.						
5. employing a variety of teaching styles.						
6. using a variety of instructional materials (textbooks, reference books, etc.).						
7. utilizing audio-visual equipment effectively.						
8. utilizing the chalkboard effectively.						
9. using appropriate verbal and non-verbal communication strategies to facilitate learning (reinforcers, questioning, discussion techniques, etc.).						
10. using standard/appropriate language in oral and written form.						
11. constructing classroom tests in teaching area(s).						
12. assessing students' learning (tests, observation, papers, etc.).						
13. keeping accurate records of students' progress for evaluation and grading purposes.						
14. interpreting standardized test results						
15. diagnosing learning problems						
16. prescribing appropriate remediation when necessary.						
Professionalism						
My student teacher is prepared to grow professionally by:						
1. accepting constructive criticism.						
2. increasing his/her knowledge of the teaching area(s).						
3. seeking assistance with instructional or discipline problems.						
4. participating in school activities.						
Overall Evaluation						
Overall my student teacher was prepared for his/her student teaching experience.						

List strengths of your student not covered above.

_____

_____

_____

List weaknesses of your student not covered above.

_____

_____

_____

Please return in the enclosed self-addressed stamped envelope to: Dean's Office
School of Education
University of Louisville
Louisville, Kentucky 40292

Appendix C

SECONDARY STUDENT TEACHING EVALUATION FORM

Subject and Grade _____

Student Teacher _____ Semester and Year _____

Supervising Teacher _____ School _____

1 - Inadequate 2 - Weak 3 - Adequate 4 - Strong 5 - Exceptional

(Please do not check a box if you have had no opportunity to observe)

Please check the appropriate box

I. General Characteristics of a Professional Teacher

A.	Dependability	1/ 2/ 3/ 4/ 5/
B.	Appropriate appearance	1/ 2/ 3/ 4/ 5/
C.	Enthusiasm	1/ 2/ 3/ 4/ 5/
D.	Initiative	1/ 2/ 3/ 4/ 5/
E.	Industry	1/ 2/ 3/ 4/ 5/
F.	Self-confidence	1/ 2/ 3/ 4/ 5/
G.	Effectiveness of voice and speech	1/ 2/ 3/ 4/ 5/
H.	Effective use of oral and written English	1/ 2/ 3/ 4/ 5/
I.	Awareness of resources within school (people, facilities, materials)	1/ 2/ 3/ 4/ 5/

Please use space below for written comments corresponding to items listed at left. The more detailed your comments, the more helpful will this form be to the student and to prospective employers.

II. Skill in Human Interaction

A.	Has good listening skills with students and faculty	1/ 2/ 3/ 4/ 5/
B.	Expresses feelings in constructive ways	1/ 2/ 3/ 4/ 5/
C.	Demonstrates awareness of feelings of others (both students and teacners)	1/ 2/ 3/ 4/ 5/
D.	Handles potentially disruptive situations in a relaxed and constructive manner	1/ 2/ 3/ 4/ 5/

III. Competencies in Subject Matter of Teaching Field

A.	Has adequate knowledge of discipline (major concepts, facts, generalizations)	1/ 2/ 3/ 4/ 5/
B.	Shows willingness to research and learn in new areas	1/ 2/ 3/ 4/ 5/
C.	Selects subject matter appropriate to maturity and ability of students	1/ 2/ 3/ 4/ 5/

IV. Instructional Skills

A.	Skill in planning meaningful and creative lessons	1/ 2/ 3/ 4/ 5/
B.	Skill in making subject matter relevant	1/ 2/ 3/ 4/ 5/

C. Skill in using and adapting a variety of teaching materials — 1/ 2/ 3/ 4/ 5/

D. Skill in using audio-visual materials and equipment — 1/ 2/ 3/ 4/ 5/

E. Skill in using a variety of teaching strategies (lecture, group work, discussion, inquiry, inductive-deductive methods) — 1/ 2/ 3/ 4/ 5/

F. Skill in stimulating students to think — 1/ 2/ 3/ 4/ 5/

G. Skill in making assignments (thoroughness, motivation, flexibility, providing alternatives) — 1/ 2/ 3/ 4/ 5/

H. Skill in utilizing student interests, ideas, and responses in conducting class — 1/ 2/ 3/ 4/ 5/

I. Skill in use of various evaluation techniques (designing tests and quizzes; assessing class, group, and individual work) — 1/ 2/ 3/ 4/ 5/

J. Skill in individualizing instruction — 1/ 2/ 3/ 4/ 5/

K. Skill in designing I.E.P. units for students with handicaps — 1/ 2/ 3/ 4/ 5/

V. Classroom Management

A. Attends efficiently to routine matters — 1/ 2/ 3/ 4/ 5/

B. Knows names of students — 1/ 2/ 3/ 4/ 5/

C. Enjoys respect of students — 1/ 2/ 3/ 4/ 5/

D. Maintains atmosphere conducive to learning — 1/ 2/ 3/ 4/ 5/

E. Uses time and resources efficiently — 1/ 2/ 3/ 4/ 5/

Signature below indicates that this completed evaluation form has been reviewed by the supervising teacher with the student teacher.

Student Teacher _____ Supervising Teacher _____ Date _____

A check in the box at right indicates that the student wishes this form released to the University Placement Service and/or prospective employers who request information. ☐

SUMMATIVE OBSERVATION INSTRUMENT

DOMAIN			Freq	Freq	
1.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT	1. Begins instruction promptly				Delays
	2. Handles materials in an orderly manner				Does not organize or handle materials systematically
	3. Orients students to classwork/maintains academic focus				Allows talk/activity unrelated to subject
	4. Conducts beginning /ending review				
	5. Questions: academic comprehension/ lesson development	single factual (Dom. 5.0)			Poses multiple questions asked as one, unison response
		requires analysis/reasons			Poses non-academic questions/non-academic procedural questions
	6. Recognizes response/amplifies/gives corrective feedback				Ignores student or response/expresses sarcasm, disgust, harshness
	7. Gives specific academic praise				Uses general, non-specific praise
	8. Provides for practice				Extends discourse, changes topic with no practice
	9. Gives directions/assigns/checks comprehension of homework, seatwork assignment/gives feedback				Gives inadequate directions/no homework/no feedback
	10. Circulates and assists students				Remains at desk/circulates inadequately
4.0 PRESENTATION OF SUBJECT MATTER	11. Treats concept — definition/attributes/examples/non-examples				Gives definition or examples only
	12. Discusses cause-effect/uses linking words/applies law or principle				Discusses either cause or effect only/uses no linking word(s)
	13. States and applies academic rule				Does not state or does not apply academic rule
	14. Develops criteria and evidence for value judgment				States value judgment with no criteria or evidence
5.0 COMMUNICATION: VERBAL AND NONVERBAL	15. Emphasizes important points				
	16. Expresses enthusiasm verbally/challenges students				
	17				Uses vague/scrambled discourse
	18				Uses loud-grating, high pitched, monotone, inaudible talk
	19. Uses body behavior that shows interest — smiles, gestures				Frowns, deadpan or lethargic
2.0 MGT. OF STD. CONDUCT	20. Stops misconduct				Delays desist/doesn't stop misconduct/desists punitively
	21. Maintains instructional momentum				Loses momentum — fragments non-academic directions, overdwells

Appendix D

BEST COPY AVAILABLE

SUMMATIVE OBSERVATION INSTRUMENT

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

The summative instrument is designed to record effective and ineffective observable indicators of teacher behavior in five research-based domains of effective teaching identified by the Coalition for the Development of a Performance Evaluation System. The indicators included in this instrument are representative of Domains 2.0 Management of Student Conduct, 3.0 Instructional Organization and Development, 4.0 Presentation of Subject Matter, 5.0 Communication: Verbal and Nonverbal, and 6.0 Testing: Student Preparation, Administration and Feedback

Domain 6.0 behavior may be observed throughout Domains 2.0 - 5.0. Although Domain 6.0 items are not listed separately on the summative instrument, code indicators as they are observed in Domains 2.0 - 5.0 while the teacher is preparing the students, administering tests, or giving feedback on tests.

DIRECTIONS:

All of the instruction format and frame factor information on the instrument must be complete to constitute a valid observation.

Observe and code the entire lesson from beginning to end (minimum of a SIXTY MINUTE observation).

Check the time the observation begins and ends and record the length of the observation under the frame factor.

Do not observe lessons for summative purposes in which testing comprises more than 15% of the time.

School _____ School number _____

District _____ District number _____

Observers Signature _____

Date of observation _____ Time ☐ AM ☐ PM

Teacher's Signature _____

INSTRUCTION FORMAT/FRAME FACTORS

Teacher's Name _____
(PRINT) (last) (first) (middle)

Teacher's SS # ___ ___ ___ ___ ___ ___ ___ ___ ___ DOE # _____

Observer's Name _____
(PRINT) (last) (first) (middle)

Length of Observation in minutes _____

1. Circle the method(s) used in the observed lesson

1. Lecture
2. Discussion, Recitation, Interaction
3. Independent study or work
4. Combination of 1 and 2 (lecture, Discussion, etc)
5. Combination of 1 and 3
6. Combination of 2 and 3
7. Combination of all

2. Circle the Subject Area Observed

1. Language Arts or Social Sciences
2. Math or Science
3. Physical Education or ROTC
4. Business Education, Industrial, DCT, etc.
5. Home Economics, art
6. Special Education
7. Other (specify) _____

3. Circle the type of classroom in which the observation occurred

1. Self-contained (class having one teacher, including resource rooms)
2. Field or court
3. Media room or library
4. Open classroom or POD
5. Other (specify) _____

4-10. Complete the information required in the following items

4. _____ Grade level
5. _____ Total number of students in class
6. _____ Number of students in upper 25% academically
7. _____ Number of students in lower 25% academically
8. _____ Number of students of lower 25% socio economic status
9. _____ Number of students having a learning disability
10. _____ Teacher's number of complete years teaching experience

Reprinted by: Kentucky Department of ...n

BEST COPY AVAILABLE

Appendix E

School of Education
UNIVERSITY OF LOUISVILLE

Principal's Reaction Form

1. Name of School _____

2. Type of School _____ Elementary School _____ Middle School/Junior High _____ High School/Vocational School

3. County Where Located _____

4. Number of Students Enrolled in Your School _____

5. Size of Teaching Staff _____

6. The number of your teachers who received initial certification in the last five years by completing a University of Louisville teacher education program _____

Please respond to Column A and Column B in terms of a group evaluation of U of L graduates who received initial certification in the last five years by completing a U of L teacher education program. We are not requesting evaluation for individual U of L graduates, but rather we are interested in the graduates as a group. Column A deals with the degree of competency the graduates, as a group, have in the listed areas. Column B is requesting that you rate the U of L graduates, as a group, in relation to your entire teaching staff in terms of the same listed areas.

For Column A

The Degree of Competencies and Skills (needed for success in the position) Which They Now Hold:

5 - Highly Adequate

4 - Entirely Adequate

3 - Moderately Adequate

2 - Inadequate

1 - Very Inadequate

Compared with other teachers in your school, U of L graduates who received initial certification by completing a U of L teacher education program are:

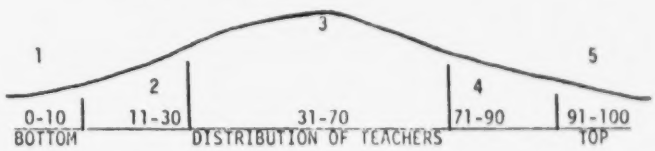
5 - in the top 10% of your teaching staff (91-100%) in the competency/skill;

4 - in the next 20% of your teaching staff (71-90%) in the competency/skill;

3 - in the middle 40% of your teaching staff (31-70%) in the competency/skill;

2 - in the next 20% of your teaching staff (11-30%) in the competency/skill;

1 - in the bottom 10% of your teaching staff (0-10%) in the competency/skill.



Column A		Column B
_____	Genuine concern for students' welfare and individual needs	_____
_____	Overall methods used	_____
_____	Overall subject matter preparation	_____
_____	Professional relationships and ethical attitudes	_____
_____	Creativity in teaching	_____
_____	Individualization of instruction	_____
_____	Classroom management	_____
_____	Disciplinary techniques	_____
_____	Knowledge and use of developmental psychology (Human Development)	_____
_____	Knowledge and use of learning theory(ies)	_____
_____	Organizational skills/planning	_____
_____	Handling co-curricular activities	_____
_____	Working with parents	_____
_____	Sensitivity to and understanding culturally different children (e.g., minority groups)	_____
_____	Working with and efficient use of multi-media materials and equipment	_____
_____	Working with para-professionals and teacher aides	_____
_____	Developing performance-based education programs	_____

(over)

Where appropriate, please respond as you did on the previous page, to the following specific areas:

Column A	Elementary Education & Early Childhood	Column B
___	Language Arts	___
___	Reading	___
___	Mathematics	___
___	Science	___
___	Social Studies	___
___	Art Activities	___

Middle School/Junior High/High School/Vocational High School

___	Reading	___
___	Specialized Subject Area (e.g., Math, Science, English, etc.)	___

- Fold Here -

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 817 LOUISVILLE, KY. U.S.A

POSTAGE WILL BE PAID BY ADDRESSEE

School of Education
Office of the Dean
University of Louisville
Louisville, Kentucky 40208

UNIVERSITY

Professional Plan

January-December 1985

Professor
Special Education

INSTRUCTION (60%)

Teaching

Spring

EDSP 693	Parents	(3)
EDSP 642	Assessment	(3)
EDSP 470	Student Teachers	(3)

Summer

EDSP 681	Early Childhood	(3)
EDSP 642	Assessment	(3)

Fall

EDSP 190	Early Childhood	(3)
EDSP 681	Early Childhood	(3)
EDSP 710	Doctoral Seminar	(3)

Advising

100 Graduate and Undergraduate Students
9 Doctoral Committees (Chairperson of four; three in dissertation stage)

RESEARCH (30%)

Books/Chapters

1. Revise Assessing Special Students (4/85)
2. Revise Characteristics of LD

Research

1. Allergy
   a. Revise Journal of School Health's one.
   b. Prepare data for ACLD and AERA Conferences and a paper.
   c. Prepare paper on drug study.
   d. Analyze deaf study data.
2. Parents
   a. Prepare Parenting Symposium, CLD and CEC presentations.
   b. Prepare paper on DePaul study.

RESEARCH (continued)

3. Early Childhood
   a. Revise severe/profound paper.
   b. Revise autistic paper.
   c. Revise deaf diagnostic paper.

SERVICE (10%)

Committees
1. Faculty Senate
2. Senate Committee on Libraries
3. Graduate Council
4. Graduate Council Committee on Membership
5. Commission on Academic Excellence
6. Chairperson, University Distinguished Teaching Awards
7. Provost's Committee on Faculty Development and Instruction
8. ACLD Advisory Committee
9. Autistic School Advisory Committee
10. Catholic School's Advisory Committee on the Handicapped
11. CLD Vice-President
12. CLD President-Elect
13. CLD Program Chairperson (New Orleans and Kansas City)

Presentations
1. ACLD, San Francisco
2. New Albany Inservice
3. CLD, New York Regional
4. Parenting Symposium, Chicago
5. CEC, California
6. Kephart Series
7. CLD, New Orleans

Appendix G

UNIVERSITY OF LOUISVILLE - COURSE EVALUATION
SCHOOL OF EDUCATION

INSTRUCTIONS

A. Please do not write on the question sheet.

B. Use a #2 pencil to answer questions on the computer form provided.

C. Write (don't code) three things in the left margin of the answer sheet near items 37-77

1. The instructor's name
2. Course name--subject, number and section
3. Form name

D. If you feel a statement on the question sheet is not appropriate to your class, do not answer and proceed to next item: be sure to skip to the correct number on answer sheet.

Questions

1. Is this a required course for your program? 1) Yes 2) No

2. What grade do you expect in this course? 1) A/Pass 2) B 3) C 4) D 5) F/Fail

For the questions below 1 = Strongly disagree (SD)
2 = Disagree (D)
3 = Undecided (U)
4 = Agree (A)
5 = Strongly Agree (SA)

	SD	D	U	A	SA
3. My instructor displays a clear understanding of course topics.	1	2	3	4	5
4. My instructor seems well-prepared for class.	1	2	3	4	5
5. My instructor stimulates interest in the course.	1	2	3	4	5
6. This course caused me to reconsider many of my former attitudes.	1	2	3	4	5
7. This course has effectively challenged me to think.	1	2	3	4	5
8. My instructor emphasizes relationships between and among topics.	1	2	3	4	5
9. My instructor makes good use of examples and illustrations.	1	2	3	4	5
10. My instructor is readily available for consultation.	1	2	3	4	5
11. My instructor returns papers quickly enough to benefit me.	1	2	3	4	5
12. I am free to express and explain my own views in class.	1	2	3	4	5
13. I feel free to challenge my instructor's ideas in class.	1	2	3	4	5
14. The stated goals of this course are consistently pursued.	1	2	3	4	5
15. I can apply information/skills learned in this course.	1	2	3	4	5
16. There is sufficient time in class for questions and discussions.	1	2	3	4	5
17. This course provides an opportunity to learn from other students.	1	2	3	4	5
18. Exams are coordinated with major course objectives.	1	2	3	4	5
19. The grading system was clearly explained.	1	2	3	4	5
20. The assigned reading is well integrated into this course.	1	2	3	4	5
21. The size of this class is appropriate to course objectives.	1	2	3	4	5
22. Frequent attendance in this class is essential to good learning.	1	2	3	4	5
23. My instructor motivates me to do my best work.	1	2	3	4	5
24. My instructor explains difficult material clearly.	1	2	3	4	5
25. Course assignments are interesting and stimulating.	1	2	3	4	5
26. Overall, this course is among the best I have ever taken.	1	2	3	4	5
27. Overall, this instructor is among the best teachers I have known.	1	2	3	4	5

BEST COPY AVAILABLE

Appendix H

EVALUATION

Class_____ Semester Spring 1980 Date March 1980

Directions: Please evaluate the content and instruction in this class by marking a rating and making the necessary comments.

The content of the course is appropriate for me.

1	2	3	4 (7)	5 (11)
Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree

Comment: What should be kept? Changed? Added?

More information about LD adolescents

Likes practical suggestions and discussions of problems

Methods very good

Presentation of objectives worthwhile

Ideas very useful in the classroom

Needs more practical ideas

The instructional procedures are appropriate for me.

1	2	3	4 (5)	5 (13)
Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree

Comment: What behaviors are good? Need changing? Need to be demonstrated?

Regular classroom teachers need better explanation of terms etc.

Skip break and leave earlier

Guest speakers are good

Positive approach - assignments clear

Enjoys visitors who discuss LD children

Variety of activities and presentation very good

Relaxed format

Action:

Handout on terms

Appendix I

PERCEPTION OF UNIVERSITY COORDINATOR
BY THE STUDENT TEACHER

Name of Student Teacher _____ Name of Coordinator _____

Please respond to the following statements by circling the appropriate number preceding each:

1 - Excellent 2 - Adequate 3 - Inadequate

Exc.	Adeq.	Inadeq.		
1	2	3	a.	The coordinator maintained sufficient and proper contacts with our student teaching situation throughout the student teaching period.
1	2	3	b.	The coordinator was available and helpful in presenting and clarifying policies and procedures governing the student teaching program.
1	2	3	c.	The coordinator was fully supportive of me in my role and responsibilities as a student teacher.
1	2	3	d.	The coordinator expressed and demonstrated a thoughtful understanding and sincere concern in regard to my progress and problems as the student teacher.
1	2	3	e.	The coordinator observed and counseled with me in a congenial and constructive manner.
1	2	3	f.	The coordinator visited my classroom frequently enough to evaluate fairly my performance.
1	2	3	g.	The coordinator offered me many helpful suggestions and assistance in regard to instructional materials and methodology.

On the basis of your experience in the University of Louisville student teaching program, please share any further thoughts that might be helpful toward improving the coordinator's service with student teachers in the future.

COURSE TITLE:

(CIRCLE ONE) FALL/SPRING/SUMMER

(PROVIDE NUMERAL) 198__

_____
INSTRUCTOR
(PRINT LAST NAME)

COURSE DESCRIPTION

1. OVERALL I CONSIDER THE ACTUAL CONTENT OF THIS COURSE (READINGS-DISCUSSIONS-LECTURES-ASSIGNMENTS-TESTS-ETC.) TO BE:

(CIRCLE ONE) IRRELEVANT --- SOMEWHAT RELEVANT ---RELEVANT

TO THE ABOVE LISTED COURSE DESCRIPTION.

2. SPECIFIC OBJECTIVES FOR THIS COURSE WERE:

(CHECK ALL THAT APPLY)

( ) PROVIDED IN WRITING

( ) PROVIDED VERBALLY BY THE INSTRUCTOR

( ) NOT PROVIDED

IF COURSE OBJECTIVES WERE PROVIDED RESPOND TO ITEMS 3 & 4

3. OVERALL I CONSIDER THE OBJECTIVES FOR THIS COURSE TO BE:

(CIRCLE ONE) IRRELEVANT --- SOMEWHAT RELEVANT --- RELEVANT

TO THE ABOVE LISTED COURSE DESCRIPTION.

4. WHAT PERCENTAGE OF THE COURSE OBJECTIVES WERE ACTUALLY COVERED BY COURSE INSTRUCTIONAL ACTIVITIES?

(CIRCLE ONE RANGE) 0-10% --- 10-25% --- 25-50% --- 50-75% ---

75-90% --- 90-100%

COMMENTS: _____

_____

_____

Rate the University of Louisville
Department of Special Education in
Comparison to other Departments of
Special Education that you know about.

1 = Low; 5 = High Consider an average as there may be strengths and weaknesses in each area.

1. Service activities with the local school districts.

   1 2 3 4 5

2. Service activities at the state level.

   1 2 3 4 5

3. Service activities at the national level.

   1 2 3 4 5

4. Research and publication activities of faculty.

   1 2 3 4 5

5. Teaching excellence of faculty.

   1 2 3 4 5

6. Preparation of undergraduates.

   1 2 3 4 5

7. Preparation of graduate (M.Ed.) students.

   1 2 3 4 5

8. Preparation of doctoral students.

   1 2 3 4 5

9. Esteem in the School of Education.

   1 2 3 4 5

10. Esteem in the University as a whole.

    1 2 3 4 5

11. Support from the Dean of Education.

    1 2 3 4 5

12. Colleaguality of faculty.

    1 2 3 4 5